

Subject Area: Music

Grade 4

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator Introduce - I Reinforce - R Master - M	Clear & Compelling Standards
What students will know and be able to do					
Essential Questions	Content	Skills	Recommended Lessons with Supporting Resources		Assessment

3rd 9 weeks

How can I use my voice to sing alone and with others?	Vocal Technique	<p>sing melodic patterns and songs, matching pitch, with an extended range (D-F1) (R)</p> <p>Echoes melodic patterns using sol 1, la 1, ti 1, do, re, mi fa, sol, la, ti, and do¹ (R)</p> <p>Demonstrates healthy singing techniques, including posture, breath support voice placement unified vowels, and articulated consonants (R)</p> <p>Sing unison songs, partner songs, rounds, ostinati, and other songs with two independently moving lines, with and without accompaniment, using accurate pitch and rhythm.(R)</p>		MU.A.1.2.1	
How do I use my voice to reflect the style, culture, genre and period of a song?	Vocal Application	<p>Sings, with stylistic accuracy, a diverse repertoire various cultures, historical periods, and games. (R)</p>		MU.A.1.2.2	

Subject Area: Music

Grade 4

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator Introduce - I Reinforce - R Master - M	Clear & Compelling Standards
What students will know and be able to do					
Essential Questions	Content	Skills	Recommended Lessons with Supporting Resources		Assessment
3rd 9 weeks					
How do I use my voice to reflect the style, culture, genre and period of a song?	Vocal Expression	Sings with expression and style appropriate to the music performed. (R)		MU.A.1.2.3	
What do the cues of a conductor look like and how do I change my voice to follow them?	Vocal Ensemble Technique	Sings with others, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (R)		MU.A.1.2.4	
How do I use my instrument to reflect the style, culture, genre and period of a song?	Instrumental Expression	Performs on classroom and ethnic instruments with expression and style appropriate to the music. (R)		MU.A.2.2.2	
When I play my instrument with a group how can I match my playing to the others in my group.?	Instrumental Technique	Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels. (R)		MU.A.2.2.3	
How can I echo what I hear on the instrument I am playing?	Instrumental Application	Echoes rhythmic and melodic phrases on pitched and non-pitched instruments.(R)		MU.A.2.2.4	
How does notation represent what I sing or play?	Notation	Sight reads short patterns and melodies within the pentatonic scale. (R)			

Subject Area: Music

Grade 4

<p align="center">Content & Substance</p> <p align="center">What students will know and be able to do</p>			<p align="center">Organization of Knowledge</p> <p align="center">Recommended Lessons with Supporting Resources</p>	<p align="center">Sunshine State Standards Addressed & Mastery Level Indicator</p> <p align="center">Introduce - I Reinforce - R Master - M</p>	<p align="center">Clear & Compelling Standards</p> <p align="center">Assessment</p>
<p align="center">Essential Questions</p>	<p align="center">Content</p>	<p align="center">Skills</p>			
<p>3rd 9 weeks</p>					
<p>How does notation/musical symbols represent what I sing or play?</p>	<p>Interpretation</p>	<p>Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (for example, crescendo, fermata, andante, legato) when performing. (R)</p>		<p>MU.A.3.2.2</p>	
<p>How do I use notation to represent the music patterns I hear?</p>	<p>Dictation</p>	<p>Writes notation for rhythmic patterns, including quarter notes, quarter rest, half notes, half rest, eighth notes, whole notes, (R) <u>dotted half notes</u> (I) that have been performed by someone else.</p>		<p>MU.A.3.2.3</p>	
<p>How do I create my own pattern in response to what I hear?</p>	<p>Improvisation: Q & A</p>	<p>Writes notation for melodic patterns presented aurally using steps, repeated tones and skips based on triads using do, re, me, sol, and la. (I)</p> <p>Improvises “musical answers” (e.g., rhythmic variations and melodic embellishments (I) in the same style to given rhythmic and melodic phrases. (R)</p>		<p>MU.A.3.2.3</p> <p>MU.B.1.2.1</p>	

Subject Area: Music

Grade 4

<p align="center">Content & Substance</p> <p align="center">What students will know and be able to do</p>			<p align="center">Organization of Knowledge</p> <p align="center">Recommended Lessons with Supporting Resources</p>	<p align="center">Sunshine State Standards Addressed & Mastery Level Indicator</p> <p align="center">Introduce - I Reinforce - R Master - M</p>	<p align="center">Clear & Compelling Standards</p> <p align="center">Assessment</p>
<p align="center">Essential Questions</p>	<p align="center">Content</p>	<p align="center">Skills</p>	<p>3rd 9 weeks</p>		
<p>How can I create accompaniments for and variations of melodies I know?</p>	<p>Improvisation: Accompaniment</p>	<p>Improvises/Creates through singing and playing simple rhythmic and melodic ostinati (e.g. repetitive short music patterns) and <u>variations</u> on familiar melodies. (I)</p>		<p>MU.B.1.2.2</p>	
<p>What should I consider when I want to write a composition to go along with poem, story, idea or feeling? When I hear the words of a song, how does the music go along with those words.</p>	<p>Composition</p>	<p>Composes vocal and instrumental music to express a poem, story, idea, or feeling using traditional and nontraditional sound sources (I)</p>		<p>MU.B.2.2.1</p>	
<p>What do I listen for to identify the music I hear?</p>	<p>Interpretation</p>	<p>The student identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) <u>that enhance lyrics</u> (I) and communicate ideas, meanings, or emotion. (R)</p>		<p>MU.B.2.2.2</p>	
<p>How do I identify the parts of a composition which make it unique?</p>	<p>Cultural and Historical Connections</p>	<p>Classifies selected exemplary works from various historical periods by genre, style, and composer. (I)</p>		<p>MU.C.1.2.1 R,M</p>	
	<p>Critical Analysis: Elements</p>	<p>Listens to and analyzes a composition to identify meter (R) and <u>melodic elements</u> (I)</p>		<p>MU.D.1.2.1 R,M</p>	

Subject Area: Music

Grade 4

<p align="center">Content & Substance</p> <p align="center">What students will know and be able to do</p>			<p align="center">Organization of Knowledge</p> <p align="center">Recommended Lessons with Supporting Resources</p>	<p align="center">Sunshine State Standards Addressed & Mastery Level Indicator</p> <p align="center">Introduce - I Reinforce - R Master - M</p>	<p align="center">Clear & Compelling Standards</p> <p align="center">Assessment</p>
<p align="center">Essential Questions</p>	<p align="center">Content</p>	<p align="center">Skills</p>	<p>3rd 9 weeks</p>		
<p>When I hear an instrument, how do I know what instrument it is and to what family it belongs? What criteria would I use to evaluate a performance or a composition?</p> <p>How are the subjects I study in my classroom related to my studies of music?</p> <p>When I attend a performance how should I behave depending on the type of performance?</p>	<p>Critical Analysis: Aural Differentiation</p> <p>Performance Evaluation</p> <p>Applications to Life: Cross Cultural Connections</p> <p>Applications to Life: Audience Etiquette</p>	<p>Identifies instruments and their “families” and performance groups. (R)</p> <p>Creates and applies criteria for evaluating one’s own and others’ performances and compositions. (R)</p> <p>Evaluate one’s own and others’ performances, describes what was successful and what should be changed, and adjusts performance accordingly. (R)</p> <p>Describes ways in which the subject matter of other disciplines related to music. (R)</p> <p>Demonstrates audience behavior appropriate to the context, setting, and style of the music performed. (R)</p>		<p>MU.D.1.2.2 R,M</p> <p>MU.D.2.2.1 R,M</p> <p>MU.D.2.2.2 R,M</p> <p>MU.E.1.2.2 R,M</p> <p>MU.E.2.2.2 R,M</p>	